

## ***Dakota ELP Administration***

The *Stanford English Language Proficiency* (SELP) assessment has been augmented to fully assess the South Dakota State English Language Learner (ELL) Proficiency Standards at the Elementary, Middle, and High School levels. This new assessment will be known as the *Dakota English Language Proficiency* assessment, or *Dakota ELP*. The *Dakota ELP* is a required assessment used to document LEP students' annual progress in the attainment of English language proficiency.

<b>Critical Dates for the Spring 2007 <i>Dakota ELP</i> Administration</b>	
<b>January 8–11, 2007</b>	Pretest workshops
<b>January 19, 2007</b>	Scheduled delivery of <i>Dakota ELP</i> assessment materials
<b>January 26, 2007</b>	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306.  <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
<b>February 5–23, 2007</b>	<b><i>Dakota ELP Administration</i></b>
<b>February 28, 2007</b>	LAST DAY for scorable documents to be picked up by UPS
<b>March 2, 2007</b>	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
<b>June 2, 2007</b>	Districts receive <i>Dakota ELP</i> results

Questions regarding the identification process, annual assessment, and/or provision of assessment accommodations for LEP students should be directed to

**Stephani Lebeda at 1-605-773-4693 or  
stephani.lebeda@state.sd.us.**

## Limited English Proficient (LEP) Definition and Requirements

The definition of an individual identified as limited English proficient is contained in Title IX, Section 910, no. 25 of the *No Child Left Behind Act of 2001*.

**The term “limited English proficient,” when used with respect to an individual, refers to an individual—**

- (E) who is aged 3 through 21;
- (F) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (G) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (H) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

Students who are identified as limited English proficient must be assessed within 30 days of the beginning of school or within 20 days of a midterm enrollment utilizing the *Language Assessment Scale* (LAS) test or the *IDEA Proficiency Test* (IPT). **The *Dakota English Language Proficiency (Dakota ELP)* assessment must be administered each spring to all students in grades K–12 identified as limited English proficient (LEP).**

## Administration of the *Dakota STEP* Assessment to LEP Students

**LEP students in their first year of enrollment in a school in the United States are not required to take the reading subtests of the *Dakota STEP*** if the students have participated in the state-mandated Title III annual test of English Language Proficiency, the *Dakota English Language Proficiency (Dakota ELP)* assessment. Participation in the *Dakota ELP* assessment will constitute participation in reading for purposes of determining Adequate Yearly Progress (AYP). Students who enroll for the first time in a school in the United States after the testing window for ELP annual progress has ended in South Dakota will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

**LEP students in their first year of enrollment in a school in the United States are required to take the *Dakota STEP* mathematics test**, indicating participation for AYP determination. The results of the math test for an LEP student in his or her first year of enrollment in a United States school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

## Activities Before Administration

### Assessment Materials Provided

The augmented items of the *Dakota ELP* assessment will be provided in a supplemental student test booklet to be administered with the *Stanford English Language Proficiency (SELP)* assessment to students in the Elementary, Middle, and High School levels. The SELP assessment for the Primary level (K–2) has not been augmented or modified. All references throughout the *Test Coordinator's Handbook* to the *Dakota ELP* administration are inclusive of the Primary SELP assessment as well. The following assessment materials are provided by Harcourt Assessment:

- ☐ Level-specific SELP student test booklets (Primary, Elementary, Middle, and High School)
- ☐ Level-specific *Dakota ELP* supplemental student test booklets (Elementary, Middle, and High School)
- ☐ Primary level SELP *Directions for Administering*
- ☐ Level-specific *Dakota ELP Directions for Administering* (Elementary, Middle, and High School)
- ☐ Level-specific *Dakota ELP* student response booklets (Elementary, Middle, and High School)
- ☐ *Test Coordinator's Kit*, including:
  - Pre-ID labels (may arrive in a separate shipment)
  - Paper bands for securing response booklets
  - Scoring Service Identification (SSID) sheets
  - Master File Sheets
  - UPS shipping labels
  - ORANGE peel-and-stick return labels for SCORABLE materials
  - GREEN peel-and-stick return labels for NON-SCORABLE materials

## Receiving and Inventorying Assessment Materials

Verify the contents of the *Dakota ELP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the **Harcourt Customer Support Center** at **1-800-763-2306** or **customersupportcenter@harcourt.com**.

Separate the *Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt Assessment.

## Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in Appendix A.

Test security agreements and affidavits must be completed prior to the *Dakota ELP* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota ELP* assessment:

1. **Fill in the title of the *Dakota ELP* assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**
2. **Review and sign the *Test Security Agreement* for test coordinators.**
3. **Copy and disseminate the *Test Security Affidavit* to all teachers/examiners and collect the signed documents prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

Gay Pickner  
c/o South Dakota Department of Education  
700 Governors Drive  
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* and each *Test Security Affidavit* for your records.

## Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Dakota ELP* assessment sessions for your school/division within the statewide administration period of **February 5–23, 2007** (which includes any make-up sessions). Your schedule must allow time for the assembly and shipment of all scorable response booklets to arrive at Harcourt Assessment NO LATER THAN **March 2, 2007**. Work with building coordinators and/or teachers/examiners in each school to schedule administration dates and times.

It is recommended that the *Dakota ELP* be administered in multiple test sessions scheduled over several days with no single session exceeding seventy-five minutes in length, including preparation time. If two or more subtests are administered consecutively, students should be given a ten minute stretch break between subtests.

## Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teachers/examiners (and building coordinators) to ensure the successful administration of the *Dakota ELP*. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this section of the *Test Coordinator's Handbook*, and the teacher's/examiner's *Dakota ELP Directions for Administering* (DFA).

Familiarize yourself with this section of the *Test Coordinator's Handbook* as well as the *Dakota ELP Directions for Administering* prior to your training session(s). Teachers/examiners should review the *Directions for Administering* prior to testing. You may wish to collect the *Directions for Administering* after training and then redistribute them prior to testing to ensure that all teachers/examiners receive a copy for the administration.

## Primary Level

Ensure that teachers/examiners administering the Primary level of the assessment understand that NO CHANGES have been made to the existing *Stanford English Language Proficiency* (SELP) test.

For the administration of the SELP assessment at the Primary level, it is recommended that teachers/examiners administer the subtests in the following order. Specific instructions are provided within the SELP *Directions for Administering*.

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	SELP	<i>Listening</i> multiple-choice	20 minutes
Session 2	SELP	<i>Writing Conventions</i> multiple-choice	20 minutes
Session 3	SELP	<i>Reading</i> multiple-choice	20 minutes
Session 4	SELP	<i>Writing</i> open-response	15 minutes
Session 5	SELP	<i>Speaking*</i> open-response	15 minutes

\* The SELP *Speaking* subtest is an individually administered verbal-response assessment. Teachers/examiners should carefully review the directions for administering and scoring the SELP *Speaking* subtest, as well as the SELP student test booklet and response booklet prior to administering this subtest.

Information provided on pages 7–9 and 11–13 of this section should be provided to teachers/examiners administering the Primary level of the assessment (SELP only).

## Elementary, Middle, and High School Levels

Ensure that teachers/examiners administering the Elementary, Middle, and High School levels of the *Dakota ELP* assessment understand that students will utilize TWO test booklets and record their responses in ONE response booklet.

For the administration of the *Dakota ELP* assessment at the Elementary, Middle, and High School levels, it is recommended that teachers/examiners administer the subtests in the order shown in the table below. The *Dakota ELP Directions for Administering* provide teachers/examiners with the following grade-specific information:

- ☐ Assessment materials required for teachers/examiners and students
- ☐ Level-specific, approximate testing times for planning purposes
- ☐ Instructions for completing student demographic information prior to administration
- ☐ Instructions for organizing, inspecting, and returning student response booklets and assessment materials

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	SELP (ALL levels)	<i>Listening</i> multiple-choice	20 minutes
Session 2	SELP (ALL levels)	<i>Writing Conventions</i> multiple-choice	20–25 minutes
Session 3	SELP (ALL levels)	<i>Reading</i> multiple-choice	20–25 minutes
Session 4	<i>Dakota ELP</i> (Elementary, Middle, and High School levels)	<i>Listening</i> multiple-choice (mathematics)	10 minutes
Session 5	<i>Dakota ELP</i> (Elementary, Middle, and High School levels)	<i>Reading</i> multiple-choice (mathematics)	10 minutes
Session 6	SELP (ALL levels)	<i>Writing</i> open-response	15 minutes
Session 7	SELP (ALL levels)	<i>Speaking</i> * open-response	15 minutes

\* The SELP *Speaking* subtest is an individually administered verbal-response assessment. Teachers/examiners should carefully review the directions for administering and scoring the SELP *Speaking* subtest, as well as the SELP student test booklet and response booklet prior to administering this subtest.

**The following topics should be reviewed during your training sessions:**

- ☐ Responsibilities of teachers/examiners
- ☐ Test security, including the *Test Security Affidavit For Teachers/Examiners*
- ☐ Assessment schedule
- ☐ Preparation of appropriate assessment locations
- ☐ Informing and preparing students for the assessment
- ☐ Coding demographic information on student response booklets
- ☐ Monitoring students during the administration
- ☐ Use of classroom proctors/interpreters (if necessary)
- ☐ Preparing and returning assessment materials

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The following information is not included within the *SELP Directions for Administering Primary level*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

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## Student Identification Information

**Teachers/examiners are to complete student identification information prior to the administration of the *Dakota ELP* assessment.** The following instructions are provided in the *Dakota ELP Directions for Administering* (Elementary, Middle, and High School levels).

When pre-ID labels are provided and all information is correct, place each pre-ID label within the designated area of the demographic page. Corrections to preprinted information on the label are not permissible. Information on the pre-ID label will override any handwritten information completed. Teachers/examiners are to enter the information in boxes 8–17 according to the following instructions.

When information on the label is incorrect or placed incorrectly on the response booklet, or if labels are not available, enter the information in boxes 1–17 on each response booklet according to the following instructions.

1. In box 1, print the student's last name, first name, and middle initial. On the other lines, fill in the rest of the information called for—name of teacher, school, school district, gender, grade, student's date of birth, and the test date (month and year).
2. In box 2, print the student's last name, first name, and middle initial. If the name does not fit, write as many letters of it as there are boxes. Beneath each box in which a letter is written, fill in the circle that has the same letter. For each box that is left empty, fill in the empty circle at the top of the column.
3. In box 3, fill in the student's date of birth. Fill in the appropriate circle for the month and write in the day and year. Code the day as a two-digit number (e.g., 05). Fill in the circle for the first two digits of the year and write in the last two digits. Fill in the appropriate circles.
4. In box 4, mark the student's gender, "Female" or "Male."
5. In box 5, complete the "Race/Ethnicity" of the student. Grid the group or groups with which the student closely identifies.
6. In box 6, mark the student's grade level.
7. In box 7, print the student's nine-digit SIMS student identification number, left-justified, and fill in the circles below the boxes.
8. Leave box 8 blank (not used for the *Dakota ELP* administration).
9. Leave box 9 blank (not used for the *Dakota ELP* administration).
10. Leave box 10 blank (not used for the *Dakota ELP* administration).
11. Leave box 11 blank (not used for the *Dakota ELP* administration).
12. Leave box 12 blank (not used for the *Dakota ELP* administration).







The following information is not included within the *SELP Directions for Administering Primary level*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

Complete boxes 13–17 on the inside back cover of the students' response booklets as follows:

13. Leave box 13 blank (not used for the *Dakota ELP* administration).
14. In box 14, mark "Outcome/Yearly Progress" for the *Dakota ELP* administration.
15. In box 15, mark "All subtests" for the *Dakota ELP* administration.
16. In box 16, mark the number of years the student has attended school in the United States.
17. In box 17, mark the student's home language.

### ***Dakota ELP* Response Booklet (inside back cover)**

## **FOR TEACHER USE ONLY**

<b>13</b>	<b>Screening Test Results</b>
<input type="radio"/>	Ineligible Student

<b>14</b>	<b>Purpose of Test</b>
<input type="radio"/>	Placement/Identification
<input type="radio"/>	Outcome/Yearly Progress

<b>15</b>	<b>Subtests Taken</b>
<input type="radio"/>	All subtests
<input type="radio"/>	All subtests except Writing
<input type="radio"/>	Listening and Speaking (for grades K and 1 only)

<b>16</b>	<b>Years of Schooling in U.S. Schools</b>
<input type="radio"/>	One year or less
<input type="radio"/>	Two years
<input type="radio"/>	Three years
<input type="radio"/>	Four years
<input type="radio"/>	Five years or more

<b>17</b>	<b>Student's Home Language</b>		
<input type="radio"/>	Arabic	<input type="radio"/>	Japanese
<input type="radio"/>	Armenian	<input type="radio"/>	Khmer
<input type="radio"/>	Bosnian	<input type="radio"/>	Korean
<input type="radio"/>	Croatian	<input type="radio"/>	Mandarin
<input type="radio"/>	Farsi	<input type="radio"/>	Polish
<input type="radio"/>	Filipino	<input type="radio"/>	Portuguese
<input type="radio"/>	Haitian (Creole)	<input type="radio"/>	Russian
<input type="radio"/>	Hindi	<input type="radio"/>	Spanish
<input type="radio"/>	Hmong	<input type="radio"/>	Vietnamese
		<input type="radio"/>	Other

## Activities After Administration

### Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable student response booklets from the non-scorable assessment materials and continue with the verification and organization process.

### Organize Student Response Booklets

Organize the scorable response booklets by classroom/grade for each building. As you organize the documents, ensure that:

- ☐ Completed scorable response booklets have been received from ALL teachers/examiners and/or building test coordinators.
- ☐ The students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tipped pens cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- ☐ The response booklets are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by hand.
- ☐ The student information that is written above the circles in each box of the answer document is accurately gridded below the information.
- ☐ The Student Number section is completed and fully gridded on every answer document without a pre-ID label.

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The following information is not included within the SELP *Directions for Administering Primary Level*.  
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

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## Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Dakota ELP* assessment. SSID sheets are scanned documents used to verify the number of response booklets to be scored. Do not make corrections to pre-filled or hand-entered information; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

### SIDE 1: ALL Levels (grades K through 12)

- |                         |  |
|-------------------------|--|
| (A) GRADE               | Print the grade.   |
| (B) GRADE               | Fill in the circle for the grade.  |
| (C) NUMBER OF DOCUMENTS | Fill in the total number of response booklets for each grade by building. The number must be right-justified; enter leading zeros. |
| (D) SCHOOL NAME         | Fill in and grid if completing a blank SSID sheet.   |
| (E) SCHOOL CODE         | Fill in and grid if completing a blank SSID sheet.   |

### SIDE 2: Primary and Elementary Levels ONLY (grades K through 5)

- |  |  |
|--|--|
| (F) IF YOU ARE USING THIS SIDE, MARK THIS CIRCLE | Fill in this circle.                                       |
| (G) TEACHER, COUNSELOR OR GROUP NAME             | Print name in boxes and fill in circles under each letter. |
| (H) GROUP CODE (Optional)                        | Print teacher certification number.                        |

The following example is not included within the *Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

### Example of an SSID Sheet (SIDE 1)

[illegible]

### Example of an SSID Sheet (SIDE 2)

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**Primary and Elementary Levels**

Teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' response booklets, paper-banded together, with an SSID sheet on top.

Test coordinators are to enter the total number of classroom groups for each grade and the total number of response booklets for each grade within each building on the Master File Sheet.

**Middle and High School Levels**

Teachers/examiners are to complete the information on the paper band and return their students' response booklets.

Test coordinators are to complete an SSID sheet for the total number of response booklets for each grade within each building and enter the total number of response booklets on the Master File Sheet.

Verify and/or complete the SSID sheets as follows:

- ☐ The school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet.
- ☐ The appropriate grade section has been gridded.
- ☐ Each SSID sheet has the correct number of documents entered and gridded.
- ☐ All paper-banded bundles have completed information on the paper band.

**Complete the Master File Sheet**

Examine the Master File Sheet to verify that all building names are preprinted. It is important to use the correct sheet. Do not change the preprinted name of the buildings on the Master File Sheet. If you feel a change is necessary, contact the Harcourt Customer Support Center at 1-800-763-2306 or [customersupportcenter@harcourt.com](mailto:customersupportcenter@harcourt.com).

**Enter each grade and total number of Primary and Elementary classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet.** Add the total number of response booklets present in all groups, and enter the total number of response booklets to be scored under the "Number of Documents" column on the Master File Sheet.

**Use one SSID sheet to bundle the response booklets for Middle and High School levels for each building.** Enter each grade followed by "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles under the "Number of Documents" column on the Master File Sheet. An example of a completed Master File Sheet is provided on the following page.

Retain a copy of the completed Master File Sheet for your records.

### Example of a *Dakota ELP* Master File Sheet

Master File Sheet				
District: HAPPY HOUSE Code: 26001 Contact: John Doe Address: 123 MAIN				Page 1
ABERDEEN Telephone: (605) 555-1212		SD 12345		
Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	K	2	12
		1	3	16
		2	3	12
		3	2	10
2600110	FUN HIGH	9	1	6
		10	1	4
2600111	FUN MID	6	1	11
		7	1	9
For Scoring Center Use	Receiving Number	Order Number	Date Received	
	Testing Program	Est N-Count		



## Organize and Pack *Dakota ELP* Test Materials

### SCORABLE *Dakota ELP* and SELP SCORABLE Documents

Test coordinators must return ALL *Dakota ELP* and SELP scorable documents as soon as possible after testing is complete **so that the documents arrive at Harcourt Assessment NO LATER THAN March 2, 2007**. Be sure to include the following documents paper-banded with SSID sheets by classroom or grade:

- ☐ Completed scorable SELP Primary-level test/response booklets
- ☐ Completed scorable *Dakota ELP* response booklets for Elementary, Middle, and High School levels

**The *Dakota ELP* response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet**—the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment.

When packing scorable response booklets for return to Harcourt Assessment, use boxes in which the documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt Assessment.

To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt Assessment, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape the cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam “peanuts,” as these will damage the response booklets.

Scorable response booklets should be returned to Harcourt Assessment using **UPS “2nd Day Air”** and **ORANGE “Scorable Test Materials”** labels. Affix the “2nd Day Air” UPS label(s) and the ORANGE return label(s) on the carton(s) of **SCORABLE** response booklets. Complete all information on the ORANGE label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

#### NOTE

Scorable response booklets must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT ship SCORABLE response booklets in with your shipment of NON-SCORABLE test materials.

### NON-SCORABLE *Dakota ELP* and SELP Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt Assessment using **UPS “GroundTrak”** and **GREEN “non-scorable”** labels.

- ☐ ALL unused SELP Primary-level test/response booklets and all SELP *Directions for Administering*
- ☐ *Dakota ELP* Elementary, Middle, and High School test booklets

- ☐ *Dakota ELP* Elementary, Middle, and High School *Directions for Administering*
- ☐ *Dakota ELP* Elementary, Middle, and High School unused response booklets

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/school level.

Affix the **“GroundTrak”** UPS label(s) and the **GREEN** return label(s) to the carton(s) of **NON-SCORABLE** test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

### Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *Dakota ELP* assessment materials via UPS to:

Harcourt Assessment Scoring Center  
19500 Bulverde Road  
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator’s Kit*. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391.
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Contact UPS at least one day in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the <i>Dakota ELP</i> assessment.
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